

# The Classical Outlook

VOLUME XXXV

APRIL, 1958

NUMBER 7

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## NEITHER TO BURY NOR TO PRAISE

By MILDRED LENK

Mt. Lebanon High School, Pittsburgh, Pa.

AS YOU all know, the teaching of foreign languages in our high schools has discouraging as well as rewarding features. Recently a colleague and I collaborated to produce the following opus reflecting our less optimistic moments:

According to the professional roster,  
it's Latin that I teach,  
But each year I find the pupils more  
difficult to reach.  
The competition's keener for the  
schoolboy's every hour;  
The teacher needs assistance from  
some almighty power.  
*Amo, amas, amat*, to me a melodic  
refrain,  
Is to the pupil righteous cause for  
agonizing pain.  
*Agricola defessus*—Oh, how my heart  
does throb,  
But to John and Mary it's just an-  
other tedious job.  
Declensions—how I love them, and  
conjugations, too!  
But to inspire the student I have  
trouble. How about you?  
No longer does Johnny strive for  
knowledge with endless verve,  
But sits back complacent, since scor-  
ing's on the curve.  
Is it post-war neuroses or fears of  
war to come  
That make learning and culture  
among the things to shun?  
For us in the classics these studies  
create such a glow,  
'Tis a pity that many youngsters the  
pleasures will never know.

Foreign-language study at Mt. Lebanon High School follows the pattern prevalent over much of our nation. Latin, Spanish, and French each start first year with 200 to 300 or more pupils, German with fewer. The weeding-out process begins immediately and is fairly stringent. In all languages the majority of qualified pupils continue through the second year. Then what happens? Latin manages an alternating third and fourth year with about twenty in the class; French does the same; third-year Spanish has not yet interested enough pupils to justify a class. Upon study of the matter, we find three main

## SPRING

(CATULLUS 46)

Translated

By JOSEPH WOHLBERG

The College of the City of New York

Spring has broken the grip of icy  
winter.  
Springtime brings us its warmth and  
balmy weather.  
E'en the storm-laden April skies are  
cleared now,  
Cleared and hushed by the West  
Wind's soft caresses.  
Leave behind you these Phrygian  
fields, Catullus!  
Far behind all the farms of hot  
Nicaea!  
Let me fly to the Orient's fabled  
cities!  
Now my heart is astir and longs to  
wander.  
Now my feet dance with joy and ex-  
pectation.  
Fare you well, my companions'  
pleasant circle.  
We, who left our homeland all to-  
gether,  
Now return, one by one, on routes  
diverging.

causes for the great fall-off in enroll-  
ment.

First, there is our American at-  
titude toward languages, an inheri-  
tance of more provincial days and of  
comparative seclusion from other lan-  
guage groups. It has been observed  
with a touch of cynicism that all of  
us learn willingly and well the mat-  
ters that affect us dollar-wise; that  
until it will financially benefit Ameri-  
cans to learn languages, few Ameri-  
cans will learn them. There is an un-  
comfortable amount of support for  
this conclusion. Such an attitude is  
also one reason pupils sample a year  
or two of several languages rather  
than continue one to a point of com-  
petence.

Next among the causes for the  
standard two-years-only of language  
study I should place the crowded  
curriculum and the many conflicting  
demands upon the pupil's time and  
interests. Often those who would like  
to take four or six credits of foreign  
language cannot work them into a

schedule where many courses are re-  
quired by the state, not only English  
and social studies, but gym and health  
as well; or demanded by modern liv-  
ing, like driver education and typing;  
or strongly advised to meet the exi-  
gencies of college entrance examina-  
tions. There is also the wide publicity,  
the propaganda toward increasing the  
production of the mathematicians,  
engineers, and scientists budding in  
our high schools, and the never ceas-  
ing pressure of the many scholarships  
offered these groups.

The third reason for the small  
numbers in advanced language study  
applies specifically in my discussion  
to Latin and is the area in which we  
can make the greatest change: our  
own shortcomings in teaching and in  
texts. We are restricted in what we  
can do about crowded curricula and  
the present emphasis on science and  
math, although of course we can  
counter with good public relations  
and publicity of our own; there is no  
limit to what we can do about cor-  
recting our own faults and better  
meeting pupil needs and desires so as  
to increase the numbers in our classes,  
especially in advanced Latin, and to  
have a better-satisfied clientele. While  
decidedly not every pupil can be  
turned into the kind of Latinist men-  
tioned by Robert Frost in his "Death  
of the Hired Man," the kind who  
studies Latin as others study the viol-  
in—for the pure love of it, yet all of  
us want to see more such, and we  
should especially like the majority to  
feel a just reward for their work,  
rather than frustration and outright  
and outspoken dislike. In this paper I  
shall restrict my remarks to high-  
school Latin I and II, where the ini-  
tial move toward strengthening the  
foundations of our ivory towers must  
be made.

As you all know, among the first  
of the teacher's problems is that of  
inspiring the pupil with the need to  
master rote material. In many in-  
stances language-arts study seems  
more difficult for today's pupil than  
it was for yesterday's. At about the  
age of fourteen, when he reaches us,  
today's pupil is often a sophisticated,  
even blasé, young adult, possessing  
the answers to all the questions he  
considers important, with a wide, if  
not deep, knowledge of many things  
completely unknown to us in our  
youth. I think we must concede that

he knows more—but does he know more thoroughly, more truly, and is he better prepared for advanced study; or is his knowledge the easy, haphazard, and often inaccurate result of audio-visual education both in and out of school, rather than the reward of real thought and study?

The fourteen-year-old worldling, then, enters our Latin I class. During all of his school years he has been bombarded with the greatest attention-attracting missiles his teachers could devise. He has been the object of research showing that his attention span is much longer if it is unconscious and that he should not be subjected to long periods in which he must make a conscious effort to attend and achieve. He is accustomed to passive participation in a diversity of activities. He has come to judge school subjects by their entertainment value and feels little compulsion to attend to what does not please him. For his special requirements and habits, Latin can and does make many concessions from the methods of yesterday. But there is a point beyond which the subject matter does not allow compromise. We must require the forms, the attainment of a high standard of learning in the face of a world that permits deteriorating standards, of learning deeply and thoroughly when the pupil's previous training has accustomed him to learn widely and superficially. We must combat the aversion which he and his peers feel toward a cultural and classical background, substitute a real eagerness to learn for mere grade consciousness, and lead him to a realization that the present emphasis—perhaps the result of post-war problems and satellite neuroses—upon sciences and mechanics is not the whole story of education, but that the humanities, of which his Latin is a part, are the abiding, the real, the unchanging elements in a fantastically changing world. All this we must combine with *hic* and *sum* and the third conjugation—a challenge to a master teacher. The wonder is not that we often fail, but that we often succeed, and especially well in Latin I. After years of observation, I have come to the heretical conclusion that the chief qualities the teacher needs for success in this first year are enthusiasm and youth. Emerson has reminded us that "nothing great was ever accomplished without enthusiasm"; youthful enthusiasm is a *sine qua non* for teaching Latin. Techniques, even a high order of scholarship in the teacher, are comparatively subordinate matters except in the

training of the less able pupils; as for the average and the gifted, there is almost no limit to what they can accomplish with the text and a young, enthusiastic teacher. One such that I knew had a decidedly weak background; for instance, the self-styled intelligentsia of the community laughed endlessly over her pronouncing "pseudonym" as "p-suedonym"; but what she accomplished in her classroom was remarkable. Obviously, since chronological youth passes, it is a perennial youth that we must seek, an ever-eager approach to the work in hand, a desire as great as a child's to lead others into new paths and toward fresh areas of knowledge. If we can retain this youthful approach in spite of graying hair and a touch of arthritis, we will be teachers indeed.

But aside from our methods of teaching, the one major fault that I would find with our Latin I is the material which too many of our most popular texts offer for the first month or two of the course, when we apparently have a choice between raw, red meat and pabulum for our pupils. Our texts generally present one of these two extremes: the first two declensions and the present of *sum* and the first conjugation, all in the first half dozen lessons, complete with an overwhelmingly large number of sentences and vocabulary words; or, at the other extreme, Lessons I through XIV containing practically nothing but the first declension and a few words and sentences. The first text is so difficult that it discourages the average pupil by demanding an inordinate amount of work. The second is worse, for with it we waste precious time and thus crowd the latter portion of the year, or else we omit essential material considered properly a part of the first year's work; we encourage laziness, give the pupil an unwarranted feeling of ability, and allow the very weak to gain a false feeling of competence in a language that will soon prove itself a tiger instead of a kitten in their feeble hands; and we fail to capitalize on one of our strongest assets: at the beginning of what may well be his first foreign-language experience, a youngster is enormously curious and eager, and more energetic and ambitious than at any subsequent time. A recent edition of a well-known text takes what looks like a good, middle-of-the-road course, with just about the correct amount of work to be challenging but not burdensome. The extended use of such a text should produce notably good results. Definitely, early lessons should

involve understanding as well as memorization, for only understanding is prognostic of success, and the earlier this prognosis is made, the better for the individual.

And so you see that, given youthful enthusiasm on the part of the teacher and a carefully graduated text, we can all be optimistic about Latin I. But Latin II—ah, Latin II! That is decidedly a different matter and offers a more exciting challenge. By now the difficulties of motivation have increased a hundredfold, while the complexities have grown, and the rewards seem meager and distant; the forgetfulness engendered by the languid, restful days of the long vacation have further weakened the pupil. Frequently, too, there is a change of teacher, and the Latin II teacher somehow is never so good as the Latin I teacher, even when it is the same individual. As for the text, it has as many flaws as has the teacher. What does the pupil need and want that the textbook can help to give him?

First, he wants security. This problem is far beyond my ability to solve, but naturally every teacher has given it much thought. Probably the pupil is aware of the vulnerable spots in his first year's preparation and of his lack of retention of the material he had once learned; he is afraid. As he picks up his second Latin book, he may feel slightly reassured to find the format of the early lessons identical with that of his first-year book. If those early lessons are a little easier than is strictly required, his waning self-confidence may be bolstered. As for review, though we all know that that is the order of the day, some more subtle, more ingenious, slightly devious attack may be better than our present blunt approach. Perhaps much of the task can be accomplished through specific suggestions in the teacher's manual. Certainly, in all second-year foreign-language work this matter of review is one that should challenge thought and research on the part of textbook makers. Less initial review and more new and stimulating material should have a wholesome effect upon establishing the proper attitude for the year's work.

Second of the pupil's needs is that of gaining competence in much new material. At this point the texts delegate too much work and responsibility to the teacher, when instead they should save her energies for the actual teaching by giving her every bit of drill material, every practice sentence that she could need. The time

## THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879

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**SUBSCRIPTION \$1 PER YEAR.** Annual fee of \$1 for membership in the American Classical League includes subscription to THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio  
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I have spent devising more drill on verbs and cases, more sentences illustrating deponent verbs, various subjunctives, practically everything! I suppose the writers of texts must be concerned about the physical size of their products and about frightening the teacher by making her think that she must do every drill with every class. However, there is a Spanish textbook which I use that combines ample drill with a reasonable size; almost never is it inadequate. Then, too, this Spanish text offers its drill in manifold forms, the variety tending to reduce the boredom that the Latin book all too often induces. Surely the Latinists can duplicate this feat, though theirs is a more difficult task. One of our most popular Latin II texts offers no exercises for new material except *always* four or five sentences to be rendered into Latin. I use the word "rendered" deliberately, for it exactly describes the process. Many times a short-answer type of drill is more valuable, for in writing complete sentences the pupil has so many opportunities to make errors—and avails himself of every one—that the class bogs down on heterogeneous questions instead of making any progress toward mastery of the point under consideration. Another of our texts has a fair variety of drills in the unit reviews but confines practice on each new grammatical principle to a handful of sentences relegated to the seclusion of an appendix. Textbook writers must know that the entire subjunctive and many case uses are so alien to American thought that pupils feel lost unless these principles are given more teaching and drill than can be achieved by a mere statement of the rule, two examples, and the passage of connected Latin as-

signed for the day, whether that passage was composed 2000 years ago or yesterday. The weak pupil wants little except to get Latin over with as painlessly as possible, but the average and the able pupils, our hope for tomorrow, crave the reassurance of knowing and knowing that they know. When they acquire a sense of accomplishment and of satisfaction with themselves and with Latin, our most pressing worries about advanced Latin will disappear.

As for the nature of the reading offered, most of the pupils with whom I have talked do not object to Caesar, but to too much Caesar. I have noticed no uncontrollable desire for poetry, be it Ovid or Vergil; since this prose age shows little love for poetry in English, we should not be unduly depressed when tenth-graders are willing to postpone it in Latin, also. They want to read a play; they like mythology, providing the stories are not repeated from the first-year text, and Roman life and history that deal with stirring and interesting events. This varied reading will demand a great expansion of vocabulary, which will then have to be presented in some other way than in a book-end vocabulary—another problem for publishers. Classes want an offering of oral Latin, derivation study, and Latin phrases and stems in common use in English. No one class can use all of this material, but, if the text offers it, each class and teacher may select what best satisfies their needs and interests, and individual differences can also be met. Clearly the demand is for variety in every respect, rather than a preponderance of any one author or any one activity, but as I see it the changes desired are not so radical as

to disturb appreciably the present standards of the C.E.E.B. or of college Latin courses.

All of us are looking forward hopefully to the repair of the omission of 1) page numbers where picture arrangement is involved, 2) line numbers for reading material in first-year texts, 3) exercise numbers, and 4) indication in the general vocabulary of *i*-stems. Then, in addition, these items need attention: the grossly inadequate tables of contents and indices; the incomplete and inaccurate teacher's manuals and keys (remember that some of our under-trained and overworked colleagues frankly need help); the failure of texts to differentiate, especially in first-year Latin, between vocabulary of primary importance and that of temporary concern (e.g., *rana* and *formica*); and, finally, the frequent failure in exercises to show the comparative importance of what is being required, so that we find a child using excessive study time in a dictionary pursuit of the Latin forms for Mabel, Viola, Norma, etc., when he might be better employed in acquiring basic skills.

Many of the ideas that I have suggested deal with minor matters; none of them involves problems beyond solution. Superior teachers have always compensated for textbook inadequacies, and no text, however excellent, can meet every need. We shall agree that complacency is not a virtue, but optimism is, and today, with the great revival of interest in Latin, we have much to arouse our optimism. Aware of the situation, alert and ready to take full advantage of our new opportunities, we face tomorrow with enthusiasm and eagerness. "The lines are fallen unto me in pleasant places; yea, I have a goodly heritage."



## AWARD TO MISS LAWLER

Before a joint session of the American Philological Association and the Archaeological Institute of America, meeting at the Statler Hotel in Washington, D. C., on December 28, 1957, with Professor George E. Mylonas presiding, Professor Van L. Johnson, President of the American Classical League, made an award to Professor Lillian B. Lawler, retired Editor of THE CLASSICAL OUTLOOK. The text of his citation follows:

"Mr. Chairman, Ladies and Gentlemen—

"Your officers have kindly consented to this brief intrusion by the President of the American Classical League to celebrate in your presence



the achievement of a great American classicist, Professor Lillian B. Lawler of Hunter College. Will Miss Lawler kindly step forward?

"Upon her retirement as Editor of THE CLASSICAL OUTLOOK last June, we honored Miss Lawler with appropriate citations in our League circles; but we felt that her many friends in attendance at these winter meetings would like to share with us the joy of conferring upon her some material appreciation of her long and devoted service to classical education in this country.

"Some twenty years ago Miss Lawler assumed the task of editing a modest little periodical called *Latin Notes*; this she transformed into a first-rate classical magazine written particularly for high-school teachers. With impeccable scholarship, humane interest, paideutic zeal, and editorial efficiency, Miss Lawler initiated and sustained a venture of prodigious benefit to the classics. Even depression, war, and inflation could not defeat her energy and foresight: the OUTLOOK always appeared on time, and its subscription price of only \$1.00 has never changed. It has inspired and informed a whole generation of our profession.

"In their behalf and in behalf of their pupils, the 50,000 members of the Junior Classical League, I herewith present Miss Lawler with a gold coin, purchased in Italy by our Secretary-Treasurer, Professor Henry C. Montgomery, on authority of our Executive Committee. It shows the Emperor Claudius on the obverse, and on the reverse his wife, Agrippina the Younger. Beyond the fact that Claudius was a scholar and Agrippina a woman, I shan't risk further analogies with Miss Lawler's career; but we trust, Miss Lawler, that the metal and its origin will signify to you the golden thoughts which all of us entertain in regard to your extraordinary contribution to the welfare of classical studies. *Semper bonos nomenque tuum laudesque manebunt.*"



### WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin and Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for November, 1957 (page 17), or address the American Classical League Service Bureau, Miami University, Oxford, Ohio.

### MARY JANE IN SCYTHIA

By ERNESTINE F. LEON  
The University of Texas

E. D. PHILLIPS, in his article, "New Light on the Ancient History of the Eurasian Steppe," in the *American Journal of Archaeology* 60 (1957), 276, recalls the Scythian custom of burning hemp seed as described by Herodotus (4. 73).

"When a burial is completed, the Scythians purify themselves in the following manner. After they have washed their heads with soap and thoroughly rinsed them, they treat their bodies thus. They set up three pieces of wood leaning against each other. About these they stretch pieces of woolen felt and when they have stretched them as rightly as possible, they put stones, red-hot from the fire, into a dish in the center of the [tepee] of wood and felt." (Chapter 74 describes cloth made from hemp; the description of the funeral custom continues in chapter 75.) "Now when the Scythians have taken the seed of this hemp, they slip in under the felt and then throw the seed on the red-hot stones in the fire. Once the seed has been thrown upon [the fire], it smoulders and gives off fumes such as are surpassed by no Greek vapor. The Scythians yell with delight over the fumes. This takes the place of a bath for them; for indeed they do not wash their entire bodies with water." So convinced was Herodotus that this was a form of steam bath that he inserts next a description of a kind of beauty bath resorted to by Scythian women, who used a mixture of perfumed sawdust in the manner of a modern beauty clay to cleanse and tone up the skin.

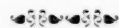
This completion of the funeral rite of the Scythians was obviously not a bath at all. The special washing of the head may have been a purification or a cleansing with the idea that smoke would reach the brain more readily, and bring the mourners into a euphoric state in which they felt a close communion with the deceased. Incense burners with hemp seed have been found in recently excavated tombs of the high Altai. Similarly, the peyote button of the mescal cactus, which contains a powerful drug, is still eaten by some American Indian sects of New Mexico to bring them to fits of religious ecstasy.

The ceremony described by Herodotus must have been confined to religious rites, for hemp seed is the source of the dangerous, habit-forming drug marijuana. The word "marijuana" is doubtless of Mexican Indian

origin, but, taken over aurally by the Spaniards, it was written down and transmitted to other languages in a form that resembles the feminine name "Mari(a) Juana," the Spanish for our familiar "Mary Jane."

Varieties of hemp are native to a belt running eastward from the lower Volga near the Caspian across Asia, including India, to the Pacific islands and Mexico. The fibers of various species produce material for excellent rope (Manila hemp, for example) and some are still used for cloth as described by Herodotus. Present-day Italy has a flourishing hemp industry, producing a cheaper cloth than cotton for domestic use.

Since, however, the seeds produce marijuana, hashish (whence the word "assassin"), and other drugs for which Asia has been notorious, keeping them out of the United States is one of the tasks of the F.B.I. and of the Department of Public Safety of Texas along the southern border. Here unfortunately hemp grows wild, but its cultivation in Texas is illegal just because it yields that wonderful vapor which delighted the ancient Scythians.



### DAVID MOORE ROBINSON

On January 2 the classical world lost by death at Oxford, Mass., one of its most brilliant and most productive scholars and one of its most inspiring teachers, Dr. David Moore Robinson. He had been critically ill since October 24, 1957.

Dr. Robinson received his Ph.D. at the University of Chicago in 1904, and began his teaching career at Illinois College in the fall of that year. In 1905 he began his long term of service as teacher of Classical Archaeology and related subjects at the Johns Hopkins University. After his retirement there in 1947 he became professor of Classics and Archaeology at the University of Mississippi, which position he held until the time of his death.

Dr. Robinson also served as lecturer or visiting professor at many educational institutions here and abroad and was an honored member of many professional societies. He is perhaps best known for his work as director of excavations at Olynthus during the years 1928-1938.

—W.L.C.



### FRANCES T. NEJAKO

While returning home on the Friday before Christmas last, Frances Nejako, who had been in ill health for some time, became sick. She was taken forthwith to the hospital, where

that night, after telling the doctor that he must restore her to her duties speedily, despite all care she died. All who knew her were deeply grieved, and all lovers of the classics are aware of the loss that her death has caused in classical circles.

An outstanding teacher, in the forty-seven years that she taught in the Middletown (Conn.) High School Miss Nejako numbered among her pupils future governors, judges, and many others of prominence. After retiring at Middletown, she was called to the famous Deerfield Academy, where she awakened in her fellow-teachers and her pupils the same love and admiration that had met her at Middletown.

Miss Nejako was a graduate of Wesleyan University, and in 1947 she received thence the degree of Master of Arts, *honoris causa*. A member of several societies, she labored hard in their behalf and was held in the highest regard by her fellow members.

—Goodwin B. Beach

### PROGRAM FOR THE ELEVENTH LATIN INSTITUTE

By J. HILTON TURNER

Westminster College, New Wilmington, Pa.

**T**HIS YEAR the Latin Institute will again be held at Miami University, in Oxford, Ohio. The dates to reserve are June 19-21. The program is still tentative at several points. Its final form, however, which will be available at the time of the meeting, will not differ appreciably from the following outline.

Thursday, June 19—Registration, Hamilton Hall.

Thursday, 9:00 a.m.—Meeting of the Council of the American Classical League.

Thursday, Noon—First luncheon, Hamilton Hall.

Thursday, 2:00 p.m., with Van L. Johnson, of Tufts University, presiding: Greetings from Miami University; introduction of publishers' representatives (see below); "General Meaning and Its Place in Syntax," Gerda Seligson, University of Michigan; "Scanning Is Not Enough," Robert O. Fink, Kenyon College; "What the Romans Looked Like" (illustrated), Raymond V. Schoder, S. J., West Baden College; "Roman Walls in Britain" (illustrated), Mrs. C. B. Cooper, Chicago.

Thursday, 6:00 p.m. — Dinner, Hamilton Hall.

Thursday, 7:45 p.m., with Paul Murphy, Ohio University, presiding:

"The Language and Civilization of the Etruscans" (illustrated), Arthur W. Sirianni, Michigan State University; "Minoans and Mycenaeans" (illustrated), Emmett L. Bennett, Yale University.

Thursday, 9 p.m.—Social hour, with refreshments by the courtesy of Miami University. Augusta Turner, Blairsville (Pa.) High School, in charge.

Friday, June 20, 9 a.m., with Lillian B. Lawler, of Hunter College, presiding: "Quo Vadimus?" W. H. Wentz, Concordia Senior College; "My Best Device," a panel of teachers. Time is being reserved at this session for contributions from the floor.

Friday, Noon—Luncheon, Hamilton Hall.

Friday, 1:45 p.m.—Annual reports by the officers of the American Classical League: Van L. Johnson, President; Henry C. Montgomery, Secretary-Treasurer; Konrad Gries, Editor; Wilbert L. Carr, Director of the Service Bureau; and Estella M. Kyne, National Chairman, Junior Classical League.

Friday, 3:00 p.m., with Carolyn E. Bock, of the State Teachers College in Upper Montclair, N. J., presiding: "A Progress Report of the Committee on Procurement and Preparation of Teachers," a panel composed of key members of the committee.

Friday, 6:00 p.m.—Dinner, Hamilton Hall.

Friday, 8:00 p.m.—Demonstration of newest audio-visual materials.

Saturday, June 21, 9:00 a.m., with Anna Goldsberry, of the Richwoods Community High School, Peoria, Ill., presiding: "A High School Course in Mythology," Mrs. Sue S. Piant, Coral Gables (Fla.) High School; "Latin by the Natural Method," Wm. G. Most, Loras College; "Illuminations in Vergil and Terence Manuscripts" (illustrated), Chauncey E. Finch, St. Louis University; "Paul, Escaping from Damascus, Probably Hastened to Petra," Anna P. McVay, Athens, Ohio.

Saturday, 12 Noon—Final Luncheon, Hamilton Hall.

Textbook publishers have been contacted and urged to send representatives who can speak with knowledge about Latin texts. It is anticipated that there will be representatives for all or most of the popular elementary Latin texts in attendance, and it is hoped that teachers will take advantage of the opportunity to discuss with them the strengths and weaknesses of their texts.

The discussion of new audio-visual aids scheduled for Friday evening will be supplemented by a display which will give teachers an opportunity to examine other important recent audio-visual materials and realia, including those sold by the Service Bureau.

Finally, a Roman style show will illustrate the various periods and types of Roman dress.

### PLAUTINE HUMOR IN THE MOSTELLARIA

By JOHN E. REXINE  
Colgate University

**T**ITUS MACCIUS PLAUTUS, the greatest Roman comic poet, lived from 254 to 184 B.C., in one of the world's "critical periods." After consolidating the Italian peninsula, Rome was engaged in her first overseas activities in the two terrible Punic Wars (264-241 and 218-201). By the time she had finally overcome the Carthaginians, it is reasonable to assume that the population was sick and tired of war and not only needed but wanted something to cheer them up. In spite of the Roman opposition to the performance of stage productions of any kind, the Senate (no doubt under pressure from the common people and especially the veterans) had asked the poet Livius Andronicus as early as 240 to put on a play. Gradually, more plays were presented. As has already been suggested, with a war-weary people and returning veterans, there was not only a need but a definite demand for comedy. And this is just where Plautus came in, and came in well—to make people laugh.

Plautus had a very clear and very definite purpose in mind. That purpose I conceive to have been first and foremost the amusement of his audience. Plautus was the Abbot and Costello, the Jack Benny, and the Fred Allen of his day—all three (or four) rolled into one. He catered to the interests of the masses. He didn't care whether his plot was perfect or his characters consistent or his thought original. As long as the audience laughed, Plautus was satisfied.

There are many features of "Clown" Plautus' plays which seem to indicate rather definitely that entertainment was the author's main purpose. Inconsistencies in character and situation are characteristic of Plautus. One critic says: "The Plautine character is never a consistent human character. He is rather a personified trait, a broad caricature on magnified foibles of some type of mankind. There is never any char-

acter development, no chastening. We leave our friends as we found them. They may exhibit the outward manifestation of grief, joy, love, anger, but their marionette nature cannot be affected thereby. That we should find inconsistencies in character portrayal under these circumstances is not only to be expected, but is a mathematical certainty. The poet cares not; they must only dance, dance, dance!" (Wilton W. Blancké, *The Dramatic Values in Plautus* [Geneva, 1918]). When the plot gets hopelessly enmeshed, suddenly, just at the right moment, it is marvelously solved by a *deus ex machina*. Hardly good drama, but good for laughs.

*Tychê*, the goddess of chance, and not *Moira*, the goddess of tragedy, is the great auxiliary agent of Plautine comedy. People are always making their exits and their entrances at just the right place and at just the right time. *Optime advenis* and *Eccum ipsum video* are so common that they almost become meaningless.

What is the nature of Plautine comedy, and, more specifically, what is the nature of Plautine humor in the *Mostellaria*? The study of comedy is itself a serious study. Why does a given situation produce laughter? This is essentially a philosophical as well as a psychological question, and has been much discussed and much disputed. Our study is not concerned with the "why" but with the "how."

Plautus, who was born at Sarsina, an Umbrian town in north central Italy, is said to have come to Rome and to have worked as a stage carpenter or as an actor there; his speculation in foreign commerce resulted in the loss of his fortune. This forced him to seek work as a laborer in a flour mill, where it is said he turned to the composition of plays. He somehow familiarized himself with Greek plays. As a practical man of the theater, "Flatfoot" Plautus had a comprehension of the nature of humor as well as of human nature.

Broadly speaking, Plautus' idea of comedy and his understanding of the nature of comedy may be broken down into seven Aristophanic verbal categories, sometimes distinct, sometimes merging into one another. These divisions may be enumerated as follows: (1) puns; (2) *para prosdokian* or the unexpected; (3) humorous compounds; (4) slang; (5) vituperative language; (6) burlesque of literature and literary or historical figures; and (7) exaggeration in general. It must also be noted that de-

ception plays an important role in Plautine comedy.

The *Mostellaria* (based probably on Philemon's *Phasma*) is an adequate example for illustrating the above divisions. The plot of the *Mostellaria* (*The Haunted House*) is so simple as almost to be no plot at all. A young man's father is away on a commercial enterprise for a number of years. The son buys and liberates a courtesan to whom he has become attached. A witty slave (the characteristic star of Roman comedy), who participates in and encourages the dissipation in which the young man and his friends engage in the old man's absence, tries to convince the *senex*, who arrives unexpectedly, that the house is haunted and that the family was compelled to leave it long ago. A *lucripeta faenus faenerator postulanus* appears on the scene. Again the old fool is subjected to deception. The slave claims that the money the usurer has come for, which has really been borrowed for the young man's amorous purposes, was needed to make a down payment on the next-door neighbor's house, which the son presumably bought because the original house was haunted. The father eventually discovers the truth and is about to punish the culprits severely, but he is appeased by his son's *sodalis*, and all ends happily. The obvious theme is deception. This in itself makes for laughs.

The nature of the verbal humor in the *Mostellaria* may be illustrated by the following examples.

(1) *Puns*: 609a. "*Calidum hoc est: etsi procul abest, urit male*"; 620-621. "*luben homini argento os verberari?*" "*Facile ego ictus perpetior argenteos*"; 636-637. "*Salvum est.*" "*Solvite vosmet igitur, si salvomst*"; 769-770. "*Nec mi umbra hic usquamst nisi si in puteo quaequamst.*" "*Quid? Sarsinatis ecqua est, si Umbran non habes?*"

(2) *Para prosdokian*: 719-720. "*Quid agis?*" "*Hominem optimum teneo.*" "*Amice facis quom me laudas.*" "*Decet.*" "*Certe. Quin hercle te hau bonum teneo servom.*" Notice also that the title of the play is in itself an instance of the unexpected.

(3) *Humorous compounds*: These examples are found throughout the play: *furcifer*, *plagigeruli*, *bucadae*, *ferriterium*.

(4) *Slang*: "*I in malam crucem.*"

(5) *Burlesque*: 775-777. "*Alexandrum magnum atque Agathoclem aiunt maxumas duo res gessisse; quid mihi fiet tertio, qui solus facio facinora immortalia?*"; 1149-1151. "*Si amicus Diphilo aut Philemoni es,*

*dicito iis quo pacto tuos te servos ludificaverit: optumas frustrationes dederis in comoediis.*"

(7) *Exaggeration*: The story of the house is itself a gross exaggeration. The slave constantly exaggerates his usefulness to his master, as he does in 775-777, quoted above.

All these examples show how Plautus' comical mind worked and demonstrate his understanding of the nature of humor. Needless to say, no brief description of the *Mostellaria* can be as effective as the original itself. The play, to be really effective, should be acted out. The reader must therefore visualize it as something not merely to be read but to be seen and heard, as was originally intended. The action, the situation, the scenery, the vocal inflections, the horseplay—all these are as essential to the play as the verbiage. It is these non-verbal factors that give life to the play.

We cannot deny to Plautus all the dramatic technique, the artistry in characterization, and the skill in action of which he is a master, but we do maintain that he was not tied down by technicalities. He knew his audience and what they wanted. It is not inappropriate, therefore, that the ancients said of him that he had the *vis comica*.

## NOTES AND NOTICES

The annual spring meeting of the Classical Association of the Atlantic States will be held at Gettysburg College, Gettysburg, Pa., on April 25-26, 1958.

The thirtieth national convention of Eta Sigma Phi, national honorary classical society, was held at Washington, Pa., with Washington and Jefferson College as host, on March 28-29, 1958.

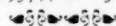
Dr. Goodwin B. Beach, of Trinity College, Hartford, Conn., has published an interesting article in Latin, "*Vivax ceu Phoenix esto Lingua Latina*," in the Italian literary journal *Clizia* for May-August, 1957, pp. 808-815.

Dr. Ralph Marcellino, of the Kent School, Kent, Conn., calls attention to a series of ten weekly half-hour television programs on Greek myth and the art it has inspired, narrated by the actor Alexander Sourby, and presented over WRCA-TV (ch. 4) from the New York Metropolitan Museum of Art by the National Broadcasting Company in cooperation with the Educational Television and



Radio Center at Ann Arbor, Sundays at 12 noon, beginning on February 9, 1958.

Dr. Carolyn E. Bock, of the State Teachers College in Upper Montclair, N. J., recommends the paper "Tradition and Progress" by the President of Barnard College, Millicent C. McIntosh, in the *Journal of the American Association of University Women* 51.1 (Oct., 1957), 21-23.



## LIBERALISM IN THE SPACE AGE

By BROTHER PATRICK S.

COLLINS, FSCH

Cardinal Farley Military Academy,  
Rhinecliff, N. Y.

**T**ECHNOLOGICAL proficiency has now empowered man to subjugate the forces of nature to such an extent that only the outer reaches of space provide adequate challenge to human ingenuity. It is for this reason that mankind now runs the risk of losing itself in a mass effort aimed at the conquest of space, and of overlooking the fact that man himself is essentially an earth-centered being whose first duty is that of peaceful co-existence with his neighbor, whose greatest unsolved problem is that of striking the proper medium between obsession with physical environment and regard for human relations.

The problem facing man today may be stated simply as follows: Are further conquests over nature through technology more essential to man in his efforts to achieve lasting irenicism than that deeper understanding of one's fellows which derives from a background liberal in character? The answer to this question determines the philosophy underlying that most beneficent of human institutions, education, and decides ultimately whether technology and liberalism are mutually exclusive or co-equally contributive factors shaping contemporary civilization.

It can not be denied that technology is of service to man, enabling him, as it does, to subjugate nature, and empowering nature itself to minister to human want. Not to be forgotten is the fact that technology also frees man from many of those time-consuming and back-breaking tasks connected with the subjugation of matter. In this sense, therefore, technology can exercise a liberalizing influence on man, liberating him to an extent from the harsh limitations of matter, and enabling him to devote his spiritual energies to the things of the spirit. The technological studies, therefore, have a place in the educative process, but only when they

minister to human need, not when they dominate contemporary life.

Paradoxically enough, man's technological progress has made the solution of both personal and worldwide problems more difficult, for, now that he has acquired the technique of changing the world, he has yet to acquire the skill of channeling its forces to many aspects of human welfare. Much remains to be done, for example, in the control of disease, and immense areas of the earth are still undeveloped and/or underprivileged. Nor should it be overlooked that technology, because it disdains the use of the past as a criterion for determining the present, renders the solution of many present-day problems more difficult, aside from the fact that an *unlimited* technology creates new problems for which no clear precedents exist.

Unfortunately, too, his naive confidence in applied science has dissuaded modern man from thinking out problems of conduct as earnestly as did the ancients, in conversation, public debate, meditation, and prayer. Consequently, he neglects to develop those skills of communication which enable him both to know his neighbor and to be known by him in return.

Furthermore, modern man has been deluded into assuming that technological prowess invests him with an over-all effectiveness in reconstructing the moral and the social orders. Hence, he presumes to realign these with the same impersonal inerrancy that prevails in the world of technology. Here it must be remarked that it is one of the conceits of our age that, because the technologist does not see society itself in its inviolably historical patterns, he regards contemporary man as a creator of human institutions, rather than as the continuator of human affairs.

It would appear that a limited technology could provide a partial answer to present-day problems, for a technology at the service of the human person would make things material succursal to things spiritual. Furthermore, a technology controlled by a community bent on preserving the haven of its intellectual and cultural heritage would further the common weal, since a limited technology would be mixed with those venerable ways by which man has immemorably united person to person and person to nature, to find peace and security. Finally, such a technology would help to restore balance to the forces shaping contemporary civilization by attesting to the fact that

proficiency in the *science* of subjugating matter to man does not exclude the *art* of peaceful co-existence with one's fellows.

Man's first duty to himself, namely, that of such co-existence, will be fulfilled not by wholesale engrossment with matters scientific, nor by rash commitment to any "race to the moon" policy able to distract man from the social problems of earth by the scientific challenges offered by interplanetary space. Rather, it will be fulfilled only when man realizes first that he is primarily a social being destined to live with his fellows here on earth, not a depersonalized technocrat fated but to further space technology. Likewise, it will be fulfilled when he becomes conscious of the fact that, since he must commingle socially with the rest of mankind, he must on that account commune intelligibly with that same mankind. Hence, he can not neglect those forces which guarantee such communion, not the least of which is liberalism.

It is the prerogative of a liberal training to inculcate social awareness in men and to alert the individual to his role in human society. This it is able to achieve because liberalism concerns itself chiefly with human nature and the societal relationships demanded by that nature. Liberalism proposes to minister to man's social needs through the verbal studies of western civilization, because it perceives in these the most complete record of human experience, and because it regards them to be the best means of acquainting man with other men, so that, knowing all men, so to speak, he may know himself better. Likewise, liberalism acknowledges the fact that man is first a member of the social order, and then an inhabitant of a physical environment. Consequently, it fosters co-existence on earth—not, however, to the exclusion of conquest over nature and space.

It is but natural, therefore, for liberalism to champion the skills of communication, for these latter establish that person-to-person relationship upon which mutual respect and co-existence depend. Such skills are imparted in the broad sense by familiarity with the belles-lettres of western civilization, in a specific sense by foreign-language study, whether these languages be the tongues of the ancient or of the modern world. Foremost among these are those languages, Greek and Latin, which perpetuate the articulations of the Graeco-Roman world. The possession of such skills preserves man from the arrogant

ance issuing from the mistaken notion that "know-how" in the field of technology implies "know-it-all" in the area of human relations.

Without doubt, the greatest danger to our age lies in the possibility that technology has advanced more rapidly than man's wisdom to employ it, or, in short, that scientific excellence may now be envisioned as the sole objective worthy of human endeavor. Indeed, technology will have achieved little if it gives man a cosmos which he can not control, a universe which is unsympathetic to basic human need.

Sociologically, man must ever realize that the intelligible articulations of his social milieu are more necessary to him than the impersonal "beep-beeps" emanating from technology's earth-circling satellites; educationally, he must equate the forces that determine both co-existence on earth and conquest in space. School administrators, above all, must so control the educative process that it enables man to cope with the challenges afforded by his physical environment, but only after it has first empowered him to solve the complexities presented by his social milieu. Then and then only can technology and liberalism combine to guarantee the attainment of true human destiny.

### MATERIALS

Miss Estella Kyne, of Wenatchee, Wash., has sent in a copy of the *Illinois English Bulletin* (45:2 [Nov., 1957]), containing a playlet by Enid Olson, "Introducing Homer's *Odyssey* in High School" (pp. 1-14). Despite occasional inaccuracies, it should be of interest to teachers of the classics. Copies are to be obtained from the Editor, J. N. Hook, 203 English Building, Urbana, Ill., at 25¢ each.

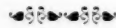
Mr. D. William Blandford, of the Trinity School, Croydon, England, announces another in his series of annotated filmstrips. This one deals with Vergio's *Thirteenth Aeneid* (see Mr. Blandford's article in *THE CLASSICAL OUTLOOK* for March, 1958, pp. 64-65). The thirty-two frames include reproductions of ancient reliefs, vase and wall paintings, coins, and statues; of Renaissance woodcuts; of pages from Renaissance manuscripts and editions; and of modern photographs of ancient sites. Further information may be obtained from Mr. Blandford.

### ETA SIGMA PHI MEDALS

Eta Sigma Phi, national honorary classics fraternity, announces that its medals should now be ordered from the Executive Secretary, Professor H. R. Butts, Birmingham Southern College, Birmingham 4, Ala.

Three different medals are available. No. 1 is an award for fourth-year Latin; made of silver, it is 1½ inches in diameter, and sells for \$3.75. No. 2 is an alternate fourth-year award; likewise of silver, it is ¾ inch in diameter, and sells for \$1.25. No. 3 is for second-year Latin; made of bronze, it is ¾ inch in diameter, and sells for \$1.25.

Since these medals were first issued in 1928, high-school teachers of Latin have found them appropriate awards for outstanding students and an incentive to Latin study. They may be purchased by any teacher of Latin, who must certify that the students to receive them have been of "A" or 90% rank throughout the academic year. The officers of Eta Sigma Phi urge all high-school teachers of Latin to award the medals. If you are not familiar with them, Professor Butts will be pleased to furnish further information. Three weeks should be allowed for orders to be filled.



### TRANSALPINE

By DAVID J. FOLKARD  
Somerville, Mass.

"Courage!

Men of Carthage, courage! And keep pressing;

Fear not the ridge, the high Alps, and the deep snow.

Fair Italy and Royal Rome lie down below,

So let not hunger, cold, nor ice delay you,

And victory will be ours.

"Courage!"

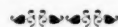
Said Hannibal, "We're o'er the summit

And the topmost peak; the world is down

Below! Downward march! The fruited fields

And babbling brooks await you, for now

The world itself is ours!"



### THE FOUNDING OF ROME

According to tradition, the city of Rome was founded by Romulus on April 21, 753 B.C., the festival of the Roman deity of flocks and shepherds, Pales. Why not invite your classes to celebrate the Palilia in honor of the Eternal City?

### BOOK NOTES

Iscrizioni Pompeiane: La Vita Pubblica. Edited by Giovanni O. Onorato. ("Melagrano" n. 182/185.) Firenze: Casa Editrice Sansoni, 1957. Pp. 215.

The "Pomegranate" books of Italy are a series of paper-bound but well-printed volumes designed to present to Italian readers works of literary or historical value "from all periods and all lands." Works composed in ancient or foreign tongues are printed in the style of our Loeb editions, with the original text and a translation (into Italian) on facing pages. The size of the volume, also, is reminiscent of that of the Loeb texts.

The volume to hand is an interesting selection of the inscriptions from Pompeii, both carved and painted, under the headings "La città—Magistrati e cittadini," "Edifici pubblici e religiosi," "Strade — Opere varie," "Culti—Sacerdozi," "Elogi—Dediche e acclamazioni imperiali," "Giuochi—Spettacoli gladiatori," and "Elezioni." There are 147 inscriptions in all, numbered consecutively through the book. Most of them are in Latin, but a few are in Oscan and one is in Greek. Abbreviations, whenever they occur, are expanded in parentheses, and missing letters are restored, where possible, in brackets.

The editor is a former student of Amedeo Maiuri, and that distinguished scholar contributes a brief foreword to the book. The volume contains also a short introduction dealing chiefly with the historical importance of the inscriptions; a bibliographical note; eighty-one pages of very good notes on the several inscriptions; an index of *nomina* and one of *cognomina* in the inscriptions cited; and an "epigraphic index" with cross references to the *C. I. L.* and to Conway (for the Oscan inscriptions). There are eight excellent and clearly legible photographic reproductions of inscriptions in differing styles of lettering—including one Oscan inscription and the one Greek inscription.

The book should be particularly useful to students of Roman life, and to beginners in epigraphy.

—L.B.L.

Suetonius, The Twelve Caesars. A New Translation by Robert Graves. ("The Penguin Classics," L. 72.) Baltimore: Penguin Books, 1957. Pp. 315. Cloth, \$4.50; paper, 95¢



Robert Graves has returned to the period of ancient history that first brought him to the attention of classicists; with this new translation of the gossipy biographer of the first Caesars, we are once more in the atmosphere of *I, Claudius* and *Claudius the God*, those genial recreations of the early Roman empire.

Were accuracy the only criterion in dealing with translations, the 1914 version by J. C. Rolfe in the Loeb Classical Library would seem still to be an adequate guide to the *Lives*. Indeed, Graves and Rolfe not infrequently agree almost verbatim. Compare, for example, the letter of Augustus reproduced in *Augustus* 76. Rolfe has "Not even a Jew, my dear Tiberius, fasts so scrupulously on his sabbaths as I have today"; Graves has, "My dear Tiberius, Not even a Jew fasts so scrupulously on his sabbaths, as I have done today." But Rolfe's aim was "greater fidelity to a better text," rather than "the easier task of a paraphrase" (p. v of the Preface to his edition); Graves' version is "not intended as a school crib" (p. 8). Expansion; transposition; explanatory insertion of what "would normally have appeared in a footnote"; the use of modern dates, place names, titles, etc.—all these devices make the new Suetonius self-contained and eminently readable. The continuation of the letter referred to will show the result. Rolfe renders "for it was not until after the first hour of the night that I ate two mouthfuls of bread in the bath before I began to be anointed"; in Graves we read "Not until dusk had fallen did I touch a thing; and that was at the baths, before I had my oil rub, when I swallowed [*manducavi*] two mouthfuls of bread."

The book is adorned with drawn representations of twelve coin portraits of the Caesars, accompanied by brief numismatic notes, and there are pedigrees of the Julian and Flavian families. Two criticisms: dates should have been more generously supplied in the footnotes; and the proofreading of proper names should have been more careful. It is disconcerting to find Augustus' grandfather Atius coming first from *Atricia* and then from *Africa* (*Aug.* 4). Nero's ancestor Domitius subduing the Allobroges and the *Aernians* (*Ner.* 2), and Vespasian hailing from *Reiti* (*Vesp.* 2, 12, 24).

—K. G.

Anales de Historia Antigua y Medieval. Buenos Aires: Universidad de Buenos Aires, Facultad de Filosofía y Letras, 1956. Pp. 135.

The latest product of the Instituto de Historia Antigua y Medieval of the University of Buenos Aires to reach the OUTLOOK (for previous notices see Vol. 32 [1954-1955], 40-41 and 72) contains a number of items of interest to Spanish-reading classicists. The lead article, by Antonio Tovar of the University of Salamanca, is an account of the earliest civilizations that have left traces in the Iberian peninsula, based largely on a discussion of the extant remains of syllabic scripts as compared with later alphabetic systems introduced by colonists from the eastern Mediterranean (pp. 7-14).

The other contributors all seem to be connected with the Instituto. Four of them deal with Latin or Greek subjects. Alberto Freixas has two papers: one discusses the curious account by the Byzantine historian Procopius (*Hist.* 8.20.47-58) of the Gallic legend of the isle of the dead and its relations to similar accounts in various Greek and Latin writers (pp. 15-22); the other studies what is known of the "factions" at the horse races in ancient Rome and in Constantinople (pp. 111-124). Angel Castellan examines the role played by Caligula in the historical writings of the Jewish philosopher Philo (pp. 23-34), and Azucena Millan de Fraboschi edits the version of the legend of the discovery of the True Cross found in the famous Wessobrunner manuscript, complete with a description of the MS, a discussion of various other versions of the legend, a facsimile reproduction of the MS text, a Latin transliteration, and a translation into Spanish (pp. 45-78).

There are also two papers on medieval subjects, as well as four book reviews.

—K. G.

### AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

Please do not send CASH through the mails. Remittance should accompany order, and may be by stamps, money order or check. Please order carefully, by number, title and type (Mimeograph, Poster, Pamphlet, etc.). Material ordered from the Service Bureau is not returnable since it would likely be too damaged for resale; as a non-profit-making organization the Bureau can not absorb such losses.

Because of the increased cost of postage and handling, please add 25c for an order amounting to \$1.50 or more.

Please order material at least two weeks in advance of the date on which you wish to use it. In an emergency, indicate which items are urgently needed and add 25c to pay for "special-handling" postage.

The address of the Service Bureau is American Classical League, Miami University, Oxford, Ohio.

W. L. CARR, Director

The Service Bureau has for sale the following seasonal material:

#### APRIL AND EASTER PROGRAMS

For seasonable material for April and Easter see THE CLASSICAL OUTLOOK for March, 1958, pages 69-70.

#### MAY DAY OR SPRING FESTIVALS

##### Mimeographs

592. Some suggestions for May Day or spring festivals. 15¢

#### SUGGESTIONS FOR LATIN WEEK

Thirty-six suggestions with a list of items suitable for exhibits. Order as Mimeograph 687. 15¢

#### LATIN WEEK BADGE

The Service Bureau has available for general use a Latin Week Badge designed by Miss Isabelle Schwerdtmann of the Kirkwood (Mo.) High School. The badge is made of sturdy gold-colored cardboard, circular in form and 4 inches in diameter. It carries a picture of the Pantheon in Rome and the words "Latin Week" printed in purple. The badge is perforated at the top for attachment by pin or ribbon. Price, 3¢ each in quantities of 10 or more.

For a list of plays in Latin see THE CLASSICAL OUTLOOK for March, 1958, page 70, or send for free classified list "Plays in Latin."

#### PLAYS IN ENGLISH

For a list of plays in English see THE CLASSICAL OUTLOOK for March, 1957, pages 66-67, or send for free classified list "Plays in English."

#### RADIO AND OTHER PROGRAMS

For a list of Radio and Other Programs (exclusive of plays in Latin and plays in English) see THE CLASSICAL OUTLOOK for March, 1956, pages 61-62, or send for free classified list "Radio and Other Programs."

#### SUGGESTIONS FOR GIFTS AND AWARDS

##### Certificates of Award

An attractive certificate approximately 5" by 7" to present to outstanding pupils for excellence in Latin. Inside two borders is printed *Magna Cum Laude*, with space for the pupil's name beneath, and the words, "has this day been cited for excellence in Latin," with space below for the date and the signatures of principal and teacher. Printed in red and black. 20¢

##### Junior Classical League Award Key

A specially designed sterling silver Junior Classical League key, with space on the back for engraving. This award key is intended as a mark of recognition for high scholastic standing and for meritorious service to the chapter. Order *must* bear the teacher's signature. \$2.20.

## Bookplates

1. A Vergilian bookplate with the head of Vergil and an appropriate Latin quotation. Printed in brown and green. Gummed.
2. Another design, with Ionic column. Printed in two shades of blue on white paper. Gummed. Price for either, 25 for \$1.00; 50 for \$1.75.

## Books and Pamphlets

- The Unwilling Vestal. By E. L. White. A fascinating story of a Roman "tomboy" who became a Vestal. A prime favorite with high-school pupils. \$3.75.
- A Friend of Caesar. By W. S. Davis. A long-time favorite novel dealing with events in the *Gallie War*. \$3.75.
- With the Eagles. An inexpensive printing of Paul L. Anderson's *With the Eagles*, a long-time best seller for Caesar students. \$1.00.
- Pinoculus. A Latin version of Pinocchio. An American edition with notes and vocabulary. \$2.25.
- Caesar's Gallic Campaigns. By Lt. Col. S. G. Brady, Rtd. A soldier's version of the entire eight books of the *Gallie War* with interpretative comments incorporated in the text. \$3.00.
- Smaller Classical Dictionary. Revised from William Smith by E. H. Blakeney and J. Warrington. A new and comprehensive reference book on persons, places, dates, myths, and legends in classical literature. \$4.00.
- Canemus. By Julia B. Wood. In two parts, "Group I" and "Group II." Both contain Latin songs or translations of Latin songs, with music. In addition to the songs in "Group II" there is information on ancient music, rhythm, and verse, and an extensive bibliography on the music of the Greeks and Romans. Group I, 50¢; Group II, 70¢.
- Latin Songs and Carols. By J. C. Robertson. A second edition of an old favorite. 50¢.
- Carmina Latina. Forty Latin songs with music. 25¢.
- Word Ancestry. Interesting stories of the origin of English words. 25¢.

## Card Games

- Famous Romans. An invaluable aid in the teaching of Roman legends and history. Contains 144 regulation-sized cards, with booklet of directions for playing five varieties of the game. May be played by two to ten persons. \$1.00.
- Game of the Latin Verb No. 1.

Game of principal parts for first-year Latin students. 35¢.

Game of the Latin Verb No. 2. Game of principal parts for all Latin students. 35¢.

Game of the Latin Verb No. 3. Drill on voice, mood, tense, number, and person of the Latin verb for all students, including beginners. 35¢.

Game of the Latin Verb No. 4. Similar to No. 3, but more advanced. 35¢.

Sententiae I. A Latin Sentence Game which gives practice in the use of various cases, especially the accusative (as direct object) and the dative (as indirect object). 75¢.

Sententiae II. A Latin Sentence Game emphasizing the ablative of means and the ablative of personal agent. 75¢.

Sententiae III. A Latin Sentence Game emphasizing expressions of place. 75¢.

Mythites. A card game for group drill on classical mythology, constructed on the principle of "Authors." Can be played by any number from two to thirty. \$1.00.

## The Game of "L-A-T-I-N"

"L-A-T-I-N" is a game devised for group drill on a basic Latin vocabulary of 120 words. Can be played by any number from 2 to 50. Complete set with players' cards, call cards, discs, and directions for playing. \$1.50.

## Post Cards

The design, in green ink, is taken from Columbus' drawing of one of his own ships. The greeting is "Ferias Laetas" ("A Jovous Holiday"). Can be sent to pupils at the end of the school year. Price, 30¢ for a packet of ten cards.

The Service Bureau also offers the following material previously announced:

## THE LATIN CLUB

The eighth edition of *The Latin Club* by Lillian B. Lawler is now available. Order as Bulletin XII. Price, \$1.00.

## PLACE CARDS

Cardboard cut-outs of a Roman lamp and chariot. Printed in red, black, and yellow, and die-cut for easy assembling. Flat sheets with one chariot and one lamp on a sheet. 13 sheets for \$1.00; 25 sheets for \$1.75; 50 sheets for \$3.00.

## A GUIDANCE PAMPHLET

"What about Latin?" is the title of an attractive twelve-page pamphlet prepared by a special committee of the American Philological Association.

tion. It should be placed in the hands of every advisor of students in our secondary schools. A copy will be sent free to any school counselor on receipt of a stamped and addressed 4 1/4" by 9 1/2" envelope. Additional copies may be obtained at 10¢ each postpaid, or 5¢ each in quantities of ten or more.

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This is a 142-page pamphlet prepared by Walter R. Agard. This material originally appeared as No. 7 in a series of studies published by the Johns Hopkins Press in 1930 under the editorship of David M. Robinson. The pamphlet contains 34 full-page pictures with descriptive text under the following headings: Greek Sculpture, The Sculpture of Rome, The Lingering Tradition, The Renaissance, Classicism and Neoclassicism, The Modern Debt to Greek Sculpture. 75¢.

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